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ABSTRACT

In 1994 the National Education Statistics Agenda Committee (NESAC) of the National Forum on Education Statistics, National Center for Education Statistics (NCES), established the Core Data Task Force to identify and define a set of "core elements" for the collection and reporting of data about enduring and emerging issues at local, state, and federal levels. This document serves as the Task Force's report to NESAC on the first phase of its activity, including the process undertaken by the Task Force to identify the basic data elements described in the Task Force's first report, "Basic Data Elements for Elementary and Secondary Education Information Systems," some areas not addressed in the "Basic Data Elements" document, and recommendations for future action. The Task Force began with educational indicators identified by the Council of Chief State School Officers and then identified school finance and facilities as two areas for which indicators were lacking. These areas, however, were reserved for future attention, and the original list was refined through a discussion of the data elements needed for reporting and a review of indicators in other NCES. Indicators for which data elements are needed were then identified and screened through criteria developed at the beginning of the process. These criteria are related to the timeliness, reliability, and validity of data collected. The following areas not addressed in the original "Basic Data Elements" document are briefly reviewed: (1) sources of data; (2) level of data collection; (3) feasibility of collecting measurable data; (4) subjective data; and (5) complexity of issues involved. Recommendations are made for future action at federal, Forum, state, and local levels. In general, these recommendations center on the dissemination and integration of these data elements. Five appendixes list indicator reports reviewed, the indicators considered, key questions, and the basic data elements for student and staff reports. (SLD)

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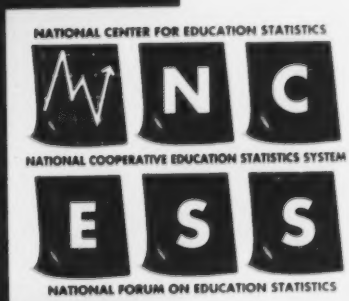
The Core Data Task Force Report

The National Education Statistics Agenda Committee National Forum on Education Statistics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The Core Data Task Force Report

The National Education Statistics Agenda Committee National Forum on Education Statistics

Prepared by the Core Data Task Force of the
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Background

In 1994, the National Education Statistics Agenda Committee (NESAC) of the National Forum on Education Statistics established the Core Data Task Force to identify and define a set of "core elements" for the collection and reporting of data about enduring and emerging issues at the local, state, and federal levels.

The Core Data Task Force consisted of the following persons who served for one or more years: Thomas Soltys (Delaware), Chair from April 1994 to April 1995; Dori Nielson (Montana), Chair beginning in May 1995; Ken Adler (Wisconsin); Matthew Cohen (Ohio); Lynn Cornett (Southern Regional Education Board); Lavan Dukes (Florida); Gary Farland (Minnesota); Hal Robins (Utah); Ed Sloat (Arizona); and Judith Thompson (Connecticut). Participating from the National Center for Education Statistics (NCES) were Carol Sue Fromboluti, Lee Hoffman, and Mary Rollefson. Barbara Clements, Carol Lam, and Tom Szuba of the Council of Chief State School Officers's (CCSSO) National Elementary/Secondary Education Data and Information System Project began providing staff support to the group in October 1994.

Definition of "Core"

The Task Force held its first meeting in April 1994. At the first meeting, the Task Force adopted the following "Definition of Core."

> *Core data consist of a body of fundamental data elements that are essential to the operation, management, and improvement of local, state, and federal education systems, including the development of education policy at all levels.*
>
> *A system of core data must provide:*
>
> - *information for the ongoing administrative and evaluative activities of the education system at all levels;*
> - *key status and progress indicators concerning stated policy goals; and*
> - *indicators that inform on the enduring education issues of our time.*
>
> *It specifies priorities for data development and allocation of resources including building the capacity of states and localities to collect and report data. Included are the domains of education resources, student and community background and demographics, school processes, and student outcomes. The core criteria are responsive to the policy questions as determined by the Forum, including those specified in the NESAC guide in each of the above domains.*

In addition, the Task Force drafted a set of criteria for identifying basic data elements.

Over the next two years, the Task Force met 10 times. One of the activities at the earlier meetings was the development of a plan for identifying the "core" data elements. This process, described in more detail in the next section, was the foundation for the development of a generic process that state and local education agencies could use for identifying essential data elements for their data systems.

Regular updates on the Task Force's progress were made to NESAC at the Forum meetings twice a year. At the end of the first phase of its work, the Task Force produced two documents—*Basic Data Elements for Elementary and Secondary Education Information Systems*[1] and *Report of the Core Data Task Force* (this document).

The first document, titled *Basic Data Elements for Elementary and Secondary Education Information Systems,* serves as a guide for state and local school systems in selecting basic data elements that logically comprise an information system. It contains an Executive Summary, a description of a process for selecting basic data elements, the recommended set of *Basic Data Elements* for student and staff information systems with definitions, and a description of activities that can be used by state education agencies to implement the basic data elements.

This document, titled *Report of the Core Data Task Force,* serves as the Task Force's report to NESAC on the first phase of its activity, including:

- the actual process undertaken by the Task Force to identify the *Basic Data Elements*;
- areas not addressed in the *Basic Data Elements*; and
- recommendations for future actions.

[1]An ongoing concern of the Core Data Task Force was the use of the term *core data,* primarily because it was similar to the name of an NCES data collection activity, the Common Core of Data (CCD). The Task Force wanted to eliminate any confusion between the data set on which it was working and the contents of the CCD. As a result, the Task Force adopted the phrase Basic Data Elements.

Identifying the Basic Data Elements

For the first phase of its work, the Core Data Task Force limited its job to the identification of data that could be maintained in an administrative records system. The focus was on data that logically would be kept in individual student or staff records at the school or school district level, and that could be aggregated to higher levels of the education system.

The Task Force referred to the NESAC report, *A Guide to Improving the National Education Data System,*[1] as a starting point for deciding what basic data elements are. The *Guide* categorized data into four domains: students and community background, school process, education resources, and student outcomes.

Activities Providing Input into Selection

Four activities provided input to the Task Force on the selection of basic data elements:

- identification of indicators used to report the condition of education by various organizations and agencies;
- identification of federal and state reporting requirements;
- identification of data elements needed in an information system by decision makers and managers; and
- identification of key questions about the success and functioning of the schools, followed by selection of indicators that provide at least partial answers to those questions.

First, CCSSO staff created an inventory of education indicators appearing in national and state indicator reports on the condition of education. (Appendix A provides a list of these indicator reports.) The inventory gave the Task Force an overview of what many organizations consider to be important indicators, or key information needed for evaluating the quality of education systems. The original list contained approximately 500 indicators. This list was subsequently reduced to 74 indicators. (Appendix B contains a list of 74 indicators.) Duplicates and near matches were combined to form more generic indicators. The Task Force then reviewed those indicators and earmarked the ones for which data elements needed to compute the indicators probably would be available from school administrative records. In addition, in January 1995 the Forum sponsored a focus group of local school district data system managers to review the inventory and identify the indicators they considered important. Another focus group, sponsored by CCSSO, was held in March 1995 to bring in additional points of view. Once the final list of indicators was identified, staff listed the data elements that could be used to compile or calculate them.

The Task Force identified two areas, school finance and facilities, for which indicators were absent from the inventory. CCSSO convened a focus group on indicators for finance and

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[1] National Cooperative Education Statistics System, *A Guide to Improving the National Education Data System: A Report by the National Education Statistics Agenda Committee of the National Forum on Education Statistics.* Washington: U. S. Department of Education, October 1990.

facilities in June 1995, and it became clear that these areas are so complex that only limited information could be recommended in the short term. A recommendation was made to NESAC that finance and facility data elements be pursued separately. (See *Recommendations for Future Actions* for detail.)

Second, the Task Force discussed what data elements are needed for schools, districts, and states to report to the federal government. The Task Force reviewed a list of required data elements in federal reports compiled by Glynn Ligon of Evaluation Software Publishing, Inc. Since many state reporting requirements derive from federally mandated reporting requirements, it was important to consider what data are required at the federal level and the extent to which the basic data elements could meet those mandated reporting needs. These data elements served as input into the decision-making process of the Task Force. But since data requests from the federal government change, the Task Force will continue additional review of federal reporting data elements.

The third activity conducted by the Task Force was a review of the data elements included in the NCES student, staff, and financial accounting handbooks. Task Force members identified data elements from these sources that they thought were essential components of an administrative data system. Participants in the focus groups held in January and March 1995 were also asked to identify which data elements they considered to be essential for day-to-day administration of education systems.

The final activity involved the selection of indicators for which data elements are needed. The Task Force identified essential questions about the quality and functioning of education systems, and the indicators that could be used to provide answers to the questions. CCSSO staff then recorded which data elements would be needed to compute these indicators. Since one of the criteria for selecting basic data elements is that data elements are consistently defined by a recognized body, CCSSO staff used the *Student Data Handbook for Elementary, Secondary, and Early Childhood Education*[2] and the *Staff Data Handbook for Elementary, Secondary, and Early Childhood Education*[3] as the source for what data elements should be used. The initial focus of the Task Force was broader and was expected to include indicators such as those for community and social conditions, and school administration and policies. Data elements needed to compute indicators such as employment rate of the community are not normally kept in school administrative record systems, while data needed to compute indicators such as percentage of students taught by a noncertified teacher by subject area are often not consistently kept in individual student or staff records. The Task Force

QUESTIONS
➥ **INDICATORS**
➥ **BASIC DATA ELEMENTS**

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[2] *Student Data Handbook: Elementary, Secondary and Early Childhood Education*, National Center for Education Statistics, Washington, DC, 1994.

[3] *Staff Data Handbook: Elementary, Secondary and Early Childhood Education*, National Center for Education Statistics, Washington, DC, 1995.

therefore decided to limit its focus to indicators with constituent data elements that can normally be obtained from individual student or staff records with standard definitions. The list of questions, indicators and data elements selected by the Task Force is included in appendix C. (Questions and indicators that were identified by the Task Force but were not included as part of the set of *Basic Data Elements* are discussed in the next section *Areas Not Addressed in the Set of Basic Data Elements*.)

Screening Criteria

The Core Data Task Force then screened the basic data elements through criteria established at the beginning of this process. These selection criteria are:

1. **The data element should be collected on a regular and timely basis.** The data element should be one that is gathered and used on a regular basis. There is no efficiency in standardizing an element that reflects a one-time need or an unusual bit of information. In addition, the collection of this data element should occur at a time that is appropriate for the intended users.
2. **The data element should be reliable.** The data should be a consistent measure for every entity (such as individuals, schools, or districts) and from one time to another.
3. **The data element should be valid.** The data should measure what they purport to measure. A data element should reflect a logical and meaningful description of an entity, for example, an individual, a school, or school district, and it should not be easily subject to distortion.
4. **The data element should be quantifiable or measurable.** The data to be collected can be defined, listed, codified, or otherwise described in a consistent, readily interpretable manner.
5. **The data element has been consistently defined by a recognized body.** The data element should have a standardized definition so that data can be collected in a reliable manner. This definition should be one that is available from a legitimate professional source and is generally accepted by the field as appropriate.
6. **The data elements together provide for valid measures of desired indicators.** Desired indicators include measures of student or institutional performance, equity, and efficiency.

(Appendices D and E contain lists of basic student and staff data elements.)

The draft set of *Basic Data Elements* on students and staff was presented to NESAC for preliminary approval at the January 1997 Forum meeting. Further review and a field test will be conducted, and the final report will be submitted to the Forum for endorsement in Summer 1997. Other topic areas will be pursued by the Task Force in the future.

Areas Not Addressed in the Basic Data Elements

The set of *Basic Data Elements* does not provide answers to all key policy questions. The Task Force identified many areas of information that were considered essential to education policy and decision making, but could not be included as part of the set of *Basic Data Elements* at this time. Many of them have been shown by research to be associated with student achievement, such as poverty level of the student, yet the regular collection of basic data either has not been done or the data are maintained in databases containing aggregate data only rather than in databases containing individual student and staff records.

Table 1 (on page 15) shows the question areas that the Task Force thought were important, but for which indicators could not be derived from individual student and staff records at this time. Some of these areas contain data elements that do not meet the selection criteria or represent complex issues not addressed by this Task Force. Five primary issues explain why the Task Force felt it could not recommend data elements to be kept in an information system for these questionable areas.

Issue 1. Sources of Data. The current set of *Basic Data Elements* contains information about individual student and staff members that might be maintained in an administrative record system. The assumption is that these data are obtained from the individual himself or herself, the student's parents, or others with whom the individual has worked. Some of the data needed to answer the questions are not available from individual student or staff records, but from other sources.

Some questions require indicators that come from data collected by organizations or agencies outside of the education agency or institution, such as postsecondary education institutions, federal agencies such as the Bureau of the Census, standardized testing companies, and state and local health and human services agencies. These data are not, therefore, maintained in individual elementary–secondary school records. For example, questions about student success in postsecondary education may be answered by indicators such as,

- *Percentage of college freshmen enrolled in remedial courses*
- *Percentages of high school graduates enrolled in different types of postsecondary education institutions immediately after graduation from high school*

These indicators require that data be obtained from postsecondary institutions. Often these data are not transmitted to schools and school districts, but may be provided for reporting at the state level.

Other questions about students' preparation for postsecondary education require indicators that may come from test data not maintained in individual students' records. Some indicators that can be used to look at students' preparation for postsecondary education include,

- *Average student scores on college entrance examinations*
- *Percentage of students scoring 3+ on advanced placement tests*

Many students take college entrance examinations but the scores are not reported to the students' schools; therefore, schools are unable to provide average student scores from individual student

records. Some states, however, obtain this information from companies administering the tests and can provide average scores for schools, districts, or the state as a whole.

Questions about the quality of instructional personnel are often answered with indicators such as,

- *Average number of higher education hours taken by teachers in their subject area of specialization by grade level taught*
- *Percentage of teachers with a major in the subject they teach*

Specific information about teacher credentials is usually kept only in the state education agency. The information may include transcripts sent from higher education institutions, application information, health information, test scores, etc. Schools and local education agencies usually do not keep this level of detail in their staff records systems; hence, information for these indicators would have to be obtained from the state education agency.

Another type of question where data might come from sources other than individual student or staff records concerns the background characteristics of students' families and the community that affect student achievement. Indicators might include,

- *Percentage of families–households by poverty status by school*
- *Employment rate in the community*
- *Number of before- and after-school care opportunities offered by the district or the community*
- *Number of youth programs by program type*

The community can provide much-needed resources for families. For example, the existence of before- and after-school care supports parents who work outside of the home. Neighborhoods that provide employment opportunities and other resources such as youth programs may prevent teenagers from wandering the streets and getting into trouble. Data needed for these indicators might come from such sources as the U.S. Bureau of the Census or local or state government agencies.

Sources outside of the school system will also be needed to obtain data to answer questions about whether students are prepared for competitive workplaces and whether they are prepared for the transition to adulthood as responsible and productive citizens. Indicators describing student employment success include,

- *Employment rate for recent high school graduates*
- *Percentage of vocational–technical students obtaining appropriate worksite placements after graduation*

These indicators are especially important for students in School-to-Work transition programs and vocational–technical education. While some schools and districts might seek to add post-graduation employment information to individual student records, many rely upon other sources, such as state agencies, to help them find the data they need.

An indicator of whether students are prepared for adult responsibilities might be

- *Percentage of students who voted in the last presidential election*

Voters' records would be needed for this indicator.

Issue 2. Level of Data Collection. A number of indicators answering key policy questions require information that is maintained by the education system, but the data do not necessarily

come from individual student or staff records at the school–district level. Some indicators require data collected at a higher level or maintained in other types of administrative files. For instance, some teaching position information may be maintained in a school database, but not in an individual teacher's record. As a result, the data elements for these indicators do not appear in the set of *Basic Data Elements*. To answer questions about the supply of highly qualified teachers, indicators such as the following might be used.

- *Number of teaching positions filled with noncertified personnel*
- *Number of teacher shortages, and percent of those filled by personnel with temporary permits*

These indicators require data from school or school district records about teaching positions as well as qualification data available from individual staff records. Similarly, a school database might have information regarding this indicator:

- *Number of teacher aides and librarians per student*

School or school district policy information is needed for indicators to answer questions concerning access to quality education and students' participation at school.

- *Average number of hours students spent in core academic courses*
- *Number of instructional hours in the school year*
- *Average class size by subject area by grade level*
- *Adult–child ratio of preschool and kindergarten programs*
- *Percentage of students taught by a noncertified teacher by subject area*

There are some data that are kept only at state education agencies that may be in aggregate files rather than in individual student records. For instance, schools and districts often cannot provide data on the following indicator:

- *Number of students completing high school equivalency requirements*

Issue 3. Feasibility of Collecting Measurable Data. Sometimes, indicators for key policy questions cannot be developed because the data needed are too difficult or costly to measure. Often the data elements cannot be quantified because they are collected under such varying conditions, or the process of data collection is too inefficient to be feasible. Sometimes the questions require a description of local or state policies which are not measurable. Indicators would be difficult to obtain for the following areas even though they may be related to student achievement.

- *Licensure requirements for teachers*
- *Preservice education requirements by subject area by grade level*
- *Graduation requirements for students*
- *Policies on student attendance, expulsion, suspension, and retention*

Questions regarding the quality of preservice education and professional development are very difficult to answer with indicators. Some data may be collected about

- *Average number of preservice education credits received by teachers in education courses*
- *Number of hours teachers spend per year attending professional development activities*
- *Amount of training received by teachers on technology*

While these indicators may be computed from individual records, research has shown that they bear little relationship to the quality of the training teachers receive. Moreover, professional development does not only occur in formal training sessions; other types of activities, such as home use of computer software, curriculum development, and networking, may also achieve the same objective.

Issue 4. Subjective Data. In some instances, data supplied may not be objective and reliable. For example, data needed to create indicators on instructional effectiveness are expensive to collect in an objective and reliable way. To date, we know of no efficient way to create indicators of *"type and success of instructional practices"* other than through self-report data. The collection of objective data from teachers, principals, and others within the school system is affected by the intended use of the data. If there are high stakes attached to the data, there are more likely to be problems in the collection of accurate and complete data.

Parent satisfaction with the schools and parents' interactions with students at home are not directly observable, therefore data must be obtained through self-reports. Indicators such as the following, therefore, do not come from individual student or staff records.

- *Amount of parental involvement in schools*
- *Students' access to computers at home*
- *Amount of time parents spend reading to their children at home*

Issue 5. Complexity of Issues Involved. Many of the questions identified by the Core Data Task Force were complex and required the juxtaposition of different types of data. For instance, questions about the quality of school facilities and the equity of spending within the state and across state lines require data that may not be currently available or may require adjustments based on cost of living, urban versus rural locations, or other variables. Therefore, the Task Force decided not to include the following indicators in the current set of *Basic Data Elements*, and suggested that additional work be conducted to pursue these issues on facilities and finance.

- *Instructional expenditures per pupil by district*
- *Average salary by staff type by level of experience*
- *Percent of students attending schools equipped with sufficient computers*
- *Percent of students receiving laboratory science instruction in well-equipped science classrooms*

The Focus Group on School Finance and Facilities Data, convened by the Core Data Task Force, revealed many complex issues involved in the areas of school finance and facilities Some of this complexity is related to the nature of education facilities, including age, location, upkeep, and resources. Many school finance issues are related to how schools are funded and requirements on how funds are spent. Some questions that were raised for which indicators would be desirable, but could not come from individual student and staff records, include:

- *What is the cost of public education?*
- *Is the system equitable?*
- *Where does the funding for public education come from?*
- *Is the funding adequate for public education?*
- *How is the money being spent?*

- *Is it being used effectively?*

Questions concerning the equity of resources to schools for all students (including the demographics of race–ethnicity, socioeconomic status–poverty) were also discussed. For instance,

- *Does the system factor in special education costs in addition to compensatory education?*
- *Where is the focus in the budget—instruction or administration?*
- *What is the wealth of school district? (Or What are its fiscal capacities?)*

Costs also must address how to factor in state wealth, property assessment, and tax rates, and how to account for private contributions and fees for contracted services. As a result, the Task Force decided that additional work was needed to identify basic data elements on school finance. (See Task Force's recommendations on page 16.)

The Task Force was also interested in getting answers to the following questions concerning school facilities:

- *What is the quality of education facilities?*
- *What percentage of students attend schools with high-quality learning facilities?*
- *What is the average age of our school buildings?*
- *What percentage of schools have the space and technical infrastructure for learning technologies?*

Similarly there are questions about use of technology and transportation costs:

- *How many students and teachers have access to an Internet connection?*
- *What percentage of students have access to computers in school by grade level?*
- *What percentage of teachers have access to computers during school?*
- *What percentage of instructional time are computers being used?*
- *What is the number of computers in schools by type of location (e.g., administrative office, library, classroom, etc.)?*
- *What percentage of computers are networked by network type (local area network, LAN, or wide area network, WAN)?*
- *How many and what percentage of students within a school district are transported to school?*
- *What are the per pupil transportation costs by program type (regular vs. special education)?*
- *What are the costs of transporting students for regular school attendance vs. those for extracurricular activities?*

The Task Force suggested that additional work also be done on issues concerning the quality of facilities, use of technology, and transportation costs. As a result of the Task Force's deliberations, recommendations for future work were developed and are included in the section *Recommendations for Future Actions*.

Table 1—List of indicators not addressed in the Basic Data Elements

Question	Indicators	Issues
What are family background characteristics that may affect student achievement?	Parent involvement in school programs and schools Percentage of latchkey students Percentage of students who have access to a computer at home Percentage of children by family income range Percentage of students employed by number of hours per week by age	Feasibility, Subjective data Sources of data; Subjective data
What are community characteristics that may affect student achievement?	Number of before- and after-school care opportunities offered by the district or by community Percentage of families–households by poverty status by district Number of youth programs by program type Community employment rate Population by community type (such as urban, rural, etc.)	Sources of data
Do school policies promote student success?	Student attendance, expulsion, suspension, and retention policies and the relationship to student success Instructional practices and the relationship to student success Graduation requirements (courses and state tests) and their relationship to student success Average number of hours spent in core academic courses Number of instructional hours in the school year Class size by subject area by grade level Adult–child ratio of preschool and kindergarten programs Percentage of students who have a non-certified teacher by subject area Number of articulation agreements that meet Tech Prep standards Number of courses taught jointly by academic and occupational education teachers	Sources of data Feasibility, Subjective data Sources and types of data, Complexity Level of data collection

Question	Indicators	Issues
What is the quality of the school environment?	Quality of education facilities Availability of quality learning facilities (e.g., lab, libraries, gymnasiums, computer lab) to students–teachers Status of school building (age and maintenance)	Feasibility, Complexity
How are financial resources used?	Per pupil expenditure Expenditure by function Revenue by source Average salary by staff type by level of experience Wealth of school district–fiscal capacities	Feasibility, Complexity
Do students have access to computer technology, and do they use it in meaningful ways?	Effective use of technology Percentage of instructional time that computers are used Availability of networked computers to students–teachers Accessibility of Internet connection to students–teachers Accessibility of computers in school to students–teachers Number of computers by location (e.g., administrative office, library, classroom)	Feasibility, Complexity
What types of services are offered to students?	Extent of school and community coordination by service type	Feasibility
Are students being efficiently transported to school?	Number and percentage of students transported Per pupil transportation costs by program type (regular vs. special education) Costs of transporting students for daily school attendance vs. extracurricular activities	Complexity

Question	Indicators	Issues
Do students have access to well-prepared staff?	Licensure requirements for teachers and teacher quality	Feasibility, Sources of data
	Teacher education requirements by subject area by grade level and relationship to student achievement	Sources of data, Complexity
	Number of teaching positions filled with non-certified personnel	School, district, or state data
	Number of teacher shortages, and those filled by personnel with temporary permits	
	Number of teacher aides and librarians per student	
	Extent and quality of teacher participation in professional development activities by content and type	Feasibility, Sources of data
	Extent and quality of preservice training by instructional level	
	Number of services available for staff by service type	
	Amount of training received by teachers on technology	
	Average number of higher education hours taken by teachers in their subject area of specialization by grade level taught	
	Percentage of teachers with the National Board for Professional Teaching Standards credentials	
Do all students get the programs they need to succeed?	Federally supported programs offerings	Level of data collection
Are students prepared for successful participation in postsecondary education?	Percentages of high school graduates enrolled in various types of postsecondary education institutions immediately after graduation	Level of data collection Sources of data
	Average student scores on college entrance exams	
	Percentage of college freshmen enrolled in remedial courses	

Question	Indicators	Issues
Can students get meaningful employment after graduation?	Employment rate for recent high school graduates Number of vocational–technical students obtaining appropriate worksite placements after graduation	Sources of data
Are the schools producing good citizens?	Percentage of students who voted in the last presidential election	Sources of data
How many dropouts eventually receive a high school credential?	Number of students completing high school equivalency requirements	Level of data collection

Recommendations for Future Actions

The charge to the Core Data Task Force was to establish criteria and procedures for developing a set of basic data elements and to recommend an initial set. The Task Force has accomplished this mission in regard to student and staff data elements. However, elements relating to *finance*, *facilities*, and *technology* remain unidentified. Moreover, activities associated with the adoption of set of basic data elements by state and local education agencies and the maintenance of the set have yet to occur. The Task Force, therefore, makes the following recommendations for future actions:

At the Federal Level

1. That NCES develop strategies for the adoption and dissemination of the set of *Basic Data Elements* to include:
   - Plans to assist state and local education agencies in adopting the *Basic Data Elements* with definitions for use in all data collections and record-keeping through:
     - data conferences with an emphasis on the use of the elements;
     - technical assistance in the adaptation of *Basic Data Elements* to extant collections; and
     - presentations to other organizations and agencies on the need to adopt the use of *Basic Data Elements*.
   - Emphasis on the compelling reasons to incorporate the *Basic Data Elements* and the process to review and select them. These reasons might include:
     - to obtain comparable data for program accountability;
     - to respond to key education questions and to develop state profiles and report cards;
     - to reduce data burden and data duplication;
     - to assist with Federal reporting requirements; and
     - to compare statewide information with data from other similar size or type of schools.
2. That NCES provide technical assistance to states and districts to conduct data meetings on the use and selection of basic data elements.
3. That NCES work with state and local software vendors to incorporate the elements and definitions into their work.
4. That NCES distribute handbooks with basic data elements and update these handbooks as needed.
5. That NCES incorporate the process and basic elements into all data planning and development activities.

At the Forum Level

1. That NESAC continue this Task Force, and augment it as needed, to address the additional issues of finance, facilities, education technology, and other issues that may arise in the process.
2. That the Forum ask NCES to develop a dissemination strategy as stated above.
3. That the Forum submit a letter to the U.S. Department of Education's Chief Information Officer (CIO):
   - to request CIO to integrate the screening criteria process and the *Basic Data Elements* as part of data coordination efforts in the Department; and
   - to offer the services of this Task Force to work with the Department to assist with the understanding and institutionalization of the products of this report.
4. That the Forum establish a standing Review Board, to include a member of the Education Information Advisory Committee (EIAC) of the Council of Chief State School Officers, that would meet on a regular basis to review publications of the Forum (e.g., the basic data elements, student and staff handbooks, crime and violence data report, Confidentiality Guidelines), and advise on the need for revision and updating.

At the State and Local Levels

1. That state and local education agencies adopt the *Basic Data Elements* and apply the screening criteria process in their own operation.
2. That state and local education agencies ensure that reported data are appropriate: comparable, complete, and useful for assessing the success of educational programs. The public should be informed when desired information cannot be provided because the data are incomplete or not comparable. It is critical that inappropriate decisions or comparisons not be made.

Appendix A

List of National and State Indicator Reports

The Core Data Task Force of the National Forum on Education Statistics reviewed the following national and state reports to identify indicators used by various education organizations and agencies.

Benchmark Spreadsheet, Clackamas County Department of Human Services, Oregon City, OR, 1994.

The Condition of Education, National Center for Education Statistics, U.S. Department of Education, Washington, DC, 1994.

Condition of Education in Rural Schools, Office of Educational Research and Information, U.S. Department of Education, Washington, DC, 1994.

Education at a Glance: OECD Indicators, Organization for Economic Cooperation and Development, Paris, France, 1992.

Education Counts, National Center for Education Statistics, U.S. Department of Education, Washington, DC, 1991.

Education in States and Nations: Indicators Comparing U.S. States with the OECD Countries, National Center for Education Statistics, U.S. Department of Education, Washington, DC, 1988.

Educational Benchmarks 1994, Southern Regional Education Board, Atlanta, GA, 1994.

Educational Benchmarks 1994: State-by-state Background Data, Southern Regional Education Board, Atlanta, GA, 1994.

Educational Indicators: A Guide for Policymakers, Consortium for Policy Research in Education, Rutgers University, The Rand Corporation, and University of Wisconsin-Madison, Santa Monica, CA, 1986.

Educational Outcomes and Indicators for Early Childhood (Age 3), National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN, 1993.

Educational Outcomes and Indicators for Early Childhood (Age 6), National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN, 1993.

Educational Outcomes and Indicators for Grade 4, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN, 1994.

Educational Outcomes and Indicators for Grade 8, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN, 1994.

Educational Outcomes and Indicators for Students Completing School, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN, 1993.

Educational Outcomes and Indicators for Individuals at the Post-School Level, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN, 1993.

The Educational Resources Information Center (ERIC) Review, Office of Educational Research and Improvement, U.S. Department of Education, Vol. 2, Issue 1, Washington, DC, 1992.

Getting Schools Ready for Children: The Other Side of the Readiness Goal, Southern Regional Education Board, Atlanta, GA, 1994.

A Guide to Improving the National Education Data System, National Forum on Education Statistics, Washington, DC, 1990.

Historical Trends: State Education Facts 1969–1989, Office of Educational Research and Improvement, U.S. Department of Education, Washington, DC, 1992.

Hyde Park (Ohio) School (*Report*), 1994.

Improving Indicators of the Quality of Science and Mathematics Education in Grades K-12, National Research Council, Washington, DC, 1988.

Indicators for Monitoring Mathematics and Science Education, RAND Corporation, Santa Monica, CA, 1989.

Indicators of the School-to-Work Transition, Education Testing Service, Princeton, NJ, 1994.

Kids Count, Center for the Study of Social Policy, Washington, DC, 1993.

National Education Goals Report, National Education Goals Panel, Washington, DC, 1993.

Oregon Commission on Children and Families (*Report*), State of Oregon, Salem, OR, 1994.

The Role of Parent Education in Achieving School Readiness, National Governors Association, Washington, DC, 1993.

Science and Mathematics Indicators Project: Plan for "Ideal" Indicators and Specifications for an Inventory of State Indicators and Data, Council of Chief State School Officers, Washington, DC, 1987.

Staff Data Handbook: Early Childhood, Elementary, and Secondary Education, National Center for Education Statistics, U.S. Department of Education, Washington, DC, 1994.

State Indicators of Science and Mathematics Education, Council of Chief State School Officers, Washington, DC, 1993.

Student Data Handbook: Early Childhood, Elementary, and Secondary Education, National Center for Education Statistics, U.S. Department of Education, Washington, DC, 1994.

Appendix B

List of 74 Indicators Identified by the Task Force from National and State Indicator Reports

Domain of Education Information	Education Indicators
Background	% of children with limited English proficiency
Background	% of children with a home language other than English
Background	% of children by family type
Background	% of babies with low birth weight
Background	% of children receiving recommended immunizations
Background	% of children receiving routine health care
Background	Highest level of education completed by parents–guardians
Background	% of families with children receiving public assistance
Background	Poverty status of the community
Background	% of children living in severely distressed neighborhoods
Background	Average family income (scaled)
Background	% of mothers receiving prenatal care
Background	% of students enrolled having preschool experiences
Outcomes	% of students taking advanced placement courses by subject area by grade level
Outcomes	% of students scoring 3+ on advanced placement tests
Outcomes	Average subject area proficiencies by grade level (e.g.,National Assessment on Educational Progress)
Outcomes	% of students meeting state and local achievement standards by school, income, grade level, race–ethnicity, etc.
Outcomes	Average scores on college entrance examinations
Outcomes	% students taking specified core curriculum (e.g., 4 Mathematics, 3 Science, 4 English, 3 Social Studies, 0.5 Computer)
Outcomes	% of students graduating from high school
Outcomes	% of students graduating with a certificate of completion

Domain of Education Information	Education Indicators
Outcomes	% of students completing high school equivalency requirements
Outcomes	% of students who dropped out
Outcomes	% high school graduates enrolled in postsecondary education by institution type (2–/ 4–yr/ Vocational Education) immediately after graduation
Outcomes	Employment rate for recent high school graduates who did not go on to college
Outcomes	% of students taking college entrance examinations
Outcomes	# of students obtaining in-school coop worksite placements
Process	Absenteeism rate for students
Process	% of students suspended or expelled as a disciplinary action
Process	% of students enrolled by subject area by course title by grade level
Process	Mobility rate for students
Process	% of students receiving selected instructional practices by subject
Process	# of articulation agreements that meet technical preparatory standards
Process	Average class size by subject area
Process	# of courses taught by multiple teachers–staff
Process	# of courses taught jointly by academic and occupational education teachers
Process	Adult–child ratio of preschool, kindergarten, and elementary programs
Process	Teacher–student ratio by program type or by subject area or by grade level
Process	Average # of hours per week spent in different subject areas
Process	Ratio of time spent in core subjects to time in school
Process	# of school days per school year
Process	Extent of parental involvement in preschool programs and schools
Process	Student attendance rate by type of program
Process	% of students enrolled by type of program
Process	Average number of hours spent in extracurricular activities
Process	% of students by race–ethnicity by gender
Process	Graduation requirements (courses and tests by subject area, etc.)
Process	Student suspension–expulsion–attendance policies

Domain of Education Information	Education Indicators
Process	# of criminal offenses reported by type
Process	# of vandalism occurrences
Process	Student–counselor ratio
Process	% of students receiving special services (English as a Second Language, Special Education, Title I)
Process	% of students employed by number of hours per week by age
Process	% of students using substances at school by grade level
Process	Characteristics of teaching assignments by school type
Process	% of teachers assigned to teach within field of certification by subject area
Process	% of students with a non-certified teacher by subject area
Process	Extent of teacher participation in professional development activities by content and type
Process	Extent of preservice training by instructional level
Resources	Per pupil expenditure
Resources	Expenditure by function
Resources	Average salary by staff type by level of experience
Resources	% of staff by race–ethnicity or by sex
Resources	% of staff who can speak a non-English language by language
Resources	Revenue by source
Resources	Availability of support services for students
Resources	Extent of school and community coordination by service type
Resources	Rate of staff turnover by instructional level
Resources	# of teaching positions filled with non-certified personnel
Resources	Teacher education by subject area by grade level
Resources	Extent of usage of computers during instruction
Resources	% of students with access to computers in school by grade level
Resources	# of students per academic computer
Resources	% of teachers with access to computers in school

Appendix C.—List of key questions, indicators, and constituent student–staff data elements

Domain: Student and community background statistics

Key Questions	Indicator	Data Element[1]			Information Needed in Individual Student or Staff Records to Compute the Indicator[2]
		No.	Name	Entity Uses	
Are children ready to learn when they enter school?	Percent of children entering school with limited or no English proficiency	027	English proficiency	Student	English proficiency level of a child at the time when that child enters school.
		080	Entry date	Student	
	Percent of children who received different types of early childhood learning experiences	307	Caregiver–early childhood program provider	Program–Service	Different types of early childhood learning experiences include who took care of the child (parent–guardian, or relative, or non-relative), what the setting or location of the care–learning environment was (child's home, or a home other than the child's, or school, or community facility other than school), and what type of early childhood program a child participated in (school sponsored program, or publicly sponsored program, or non-profit privately sponsored program, or for-profit program).
		308	Caregiver–early childhood program location	Program–Service	
		311	Early childhood program sponsorship	Program–Service	

[1] A data element is the lowest level of information contained in an individual student or staff record. For definitions of the "data elements" and "entity uses" listed in this table, please refer to the *Student Data Handbook: Elementary, Secondary and Early Childhood Education* (National Center for Education Statistics, 1994) and the *Staff Data Handbook: Elementary, Secondary and Early Childhood Education* (National Center for Education Statistics, 1995). For identification purposes, each data element in the *Handbooks* is numbered. A three-digit number is for a student data element, while staff data elements have a four-digit numbering system. To assist the design of a record system, most of the data elements in the *Handbooks* are illustrated with recommended options of alternatives–responses for the data elements. For instance, the data element "Race–Ethnicity" has five general options for responding to an individual's racial or ethnic heritage category.

[2] Indicators are often expressed in percentages, averages, and totals. It is assumed that total enrollment counts are available for computing percentages and averages. An indicator statistic is computed from compilations of individual data on a specific topic of concern–interest. A computed statistic for an indicator, therefore, should not contain individual identifiable information.

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
Are children ready to learn when they enter school?	Percent of children with health needs	276	Immunization type	Student	School or teachers need to know whether a student has any physical or medical condition of potential significance (e.g., allergy and asthma) during an emergency treatment. Another major area concerning children's health needs is whether a child has received the recommended immunization as scheduled.
		278	Immunization date	Student	
		279	Immunization status code	Student	
		294	Emergency factor	Student	
	Percent of children by disability type	269	Primary disability type	Student	School or teacher should know what type of disability a student has so as to accommodate the student accordingly in various school activities. A disabled student may have multiple disabilities.
		271	Secondary disability type	Student	
		272	Tertiary disability type	Student	
What kind of outside support do students have?	Percent of children by parental education level	066	Relationship to student	Parent–Guardian	In a record system, a data element may occurs in more than one instances. Here, if a student has more than one parent–guardian, highest level of education of each parent–guardian will be maintained in student's record.
		072	Highest level education completed	Parent–Guardian	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What kind of outside support do students have?	Percent of children by family structure	001	First name	Parent–Guardian	Student's family structure includes who is (are) the person(s) that the student usually comes in contact with at home, and whether student is staying with/away from his or her parent–guardian. The data elements on name(s) of student's parent–guardian, or sibling(s) are included in the record system for the purpose of identifying what entity(ies) the address information is associated with. In other words, data elements regarding address information are repeated for each parent–guardian he or she has.
		002	Middle name	Parent–Guardian	
		003	Last–Surname	Parent–Guardian	
		004	Generation Code	Parent–Guardian	
		011	Name of individual	Sibling(s) or other school-age children living in student's household	
		018	Birthdate	Sibling(s) or other school-age children living in student's household	
		037	Street number–name	Student; Parent–Guardian	
		038	Apartment–Room–Suite number	Student; Parent–Guardian	
		039	City	Student; Parent–Guardian	
		041	State	Student; ParentGuardian	
		042	Zip Code	Student; Parent–Guardian	
		043	Country	Parent–Guardian	
		066	Relationship to student	Parent–Guardian; Sibling(s) or other school-age children living in student's household	
		067	Life status	Parent–Guardian	

Domain: School process Statistics

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
Do students have access to high quality, rigorous educational content and courses?	Percent of students enrolled by course title or program	013	Identification number	Class	Enrollment status of a student indicates whether the student is enrolled in school. Because a student may be taking more than one courses, information regarding each class that the student is taking will be maintained in the student's record. Each class is identified by the course number, course title, subject matter area, and its instructional level (remedial, special education, general, honors, advanced placement (AP), gifted and talented, etc.). Information on the type of program (e.g., compensatory education, English as a second language) that the student is in can be maintained through the data element "instructional program service type." Because a school may have more than one numbering systems for course numbers, the data element "identification system" will also be maintained in student's record to associate with information regarding each class number.
		014	Identification system	Class	
		073	Enrollment status	School	
		122	Subject matter area or department	Class	
		123	Instructional level	Class	
		124	Descriptive title	Class	
		321	Instructional Program Service Type	Program–Service	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
Are students in school?	Mobility rate for students	032	Migratory status	Student	Migratory status indicates whether the student is currently a migratory child, or formerly was one, or whose parent–guardian is not a migrant worker. For a computation of mobility rate, a student record should maintain student's address information for specific time periods (assuming student record system allows multiple entries of student address information for each location student resides for the past and present school year).
		037	Street number–name	Student	
		039	City	Student	
		041	State	Student	
		043	Country	Student	
	Student attendance rate	100	Number of days of membership	Student	The data element "daily attendance status" provides information about whether the student is present or absent during a given day while school is in session. Cumulated count of the data element gives the total number of days that the student attended school.
		101	Daily attendance status	Student	
	Percent of students suspended or expelled as a disciplinary action	340	Disciplinary action type	Student	If a student is suspended or expelled as a result of a disciplinary action, there will be a response under the data element "disciplinary action type" in his or her record, either as expulsion or in-school suspension.
	Number of criminal offenses reported	336	Offense type	Student	One of the possible responses under "offense type" is criminal offense.
	Student retention rate by grade level	083	Entry level	Student	This indicator asks how many students are not promoted and their grade level. "Nonpromotion reason" explains why a school staff member determined that the student must not be promoted. If a student is not promoted at the end of a school term, the record will show that there is an entry under this data element.
		158	Nonpromotion reason	Student	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What is the classroom or school environment?	Percent of students receiving special services (e.g., special education, English as a second language, Title I)	314	Individualized program type	Student	This indicator seeks information regarding student participation in various programs or services. Individualized program types include individualized education program (IEP) and individualized family service program (IFSP); instructional program service types include bilingual education, vocational education, and gifted and talented programs; student support services are such programs as reduced-price lunch program and early intervention services; transitional support service types include vocational rehabilitation training and job placement, and transportation services.
		321	Instructional program service type	Program–Service	
		322	Student support service type	Program–Service	
		323	Transitional support service type	Program–Service	
	Percent of students by race–ethnicity by sex	015	Race–ethnicity	Student	Information on the race–ethnicity and gender of a student.
		017	Sex	Student	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What is the classroom or school environment?	Percent of teachers assigned to teach within field of certification by subject area	1050	Credential type	Staff member	First, whether an individual staff member is a teacher can be identified through the data element "job classification." Second, information regarding the type and contents of credential an individual staff member holds can be obtained through "teaching credential type" (standard, progressional, temporary, National Board of Professional Teaching Standards (NBPTS), etc.), "credential authorized instructional level" (elementary school, high school, etc.), "teaching field or area authorized" (general elementary, biology, foreign language, computer science, etc.), and the "credential type" (certification, licensure, etc.). Finally, information regarding current assignment is provided by data elements "teaching assignment" (general elementary, general secondary, music, biology, computer science, etc.) and "instructional level" (grade levels–range).
		1070	Teaching credential type	Staff member	
		1150	Credential authorized instructional level	Staff member	
		1170	Teaching field or area authorized	Staff member	
		1450	Teaching assignment	Assignment	
		1460	Instructional level	Assignment	
		2300	Job classification	Assignment	

Domain: Education resource statistics

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What are the qualifications of instructional personnel?	Average number of years of teaching experience	1470	Years of prior teaching experience	Staff member	Total number of years an individual has previously held at teaching position.
What is the supply of qualified instructional personnel?	Percent of staff by race–ethnicity by sex	0150	Race–ethnicity	Staff member	Information on the race–ethnicity and gender of a staff member.
		0170	Sex	Staff member	
	Rate of staff turnover by instructional level by program or subject matter area	1410	Employment beginning date	Staff member	The ending and starting dates of employment can be used to compute the percentage of staff turnover.
		1420	Employment separation date	Staff member	Assignment information regarding specific subject matter area, grade level, and program type can be obtained through the data elements "teaching assignment" (general elementary, arts, chemistry, etc.), "instructional level" (middle school, high school, etc.), and "program type" (regular education , special education, Indian education, compensatory education, community services program, etc.).
		1450	Teaching assignment	Assignment	
		1460	Instructional level	Assignment	
		2460	Program type	Assignment	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What additional assistance is available for students, staff, and other personnel?	Number of students by support service type	322	Student support service type	Program–Service	Information concerning the types of programs–services a student receives can be obtained through data elements "student support service type" (e.g., free-lunch program), and "transitional support service type" (e.g., vocational rehabilitation training), and "service setting" in which the student is served (e.g., early intervention classroom–center).
		323	Transitional support service type	Program–Service	
		330	Service setting	Program–Service	
	Percent of students receiving transportation (including contracted service arrangements)	213	Transportation status	Student	The data elements "transportation status" and "transportation at public expense eligibility" provides information as to whether a student is transported to or from school, and whether he or she is eligible for receiving such service at local public expense because of distance, disability, or other reasons.
		215	Transportation at public expense eligibility	Student	

Domain: Student outcome statistics

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
Do students complete their schooling?	Percent of students receiving regular high school or advanced high school diploma	106	Exit–Withdrawal type	Student	Information of whether student is graduated with regular high school diploma can be obtained through the data element "exit–withdrawal type."
	Percent of students graduating with a certificate of completion	106	Exit–Withdrawal type	Student	Information regarding student graduation with other credentials such as certificate of completion is found under the data element "exit–withdrawal type" which has it as one of its possible options.
	Percent of students who dropped out of school	104 106	Exit–Withdrawal date Exit–Withdrawal type	Student Student	If a student drops out of school, "discontinued schooling" will be entered under the data element "exit–withdrawal type" in his or her record. It is also necessary to attach the dropout date with the withdrawal information.
What did students learn?	Percent of students taking AP courses by subject area	013 014 124	Identification number Identification system Descriptive title	Class Class Class	The title of an AP class usually will identify the subject matter area of the AP course (e.g., AP Physics, AP Calculus). Some schools will keep records of all classes according to certain numbering–classification systems.

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What did students learn?	Average subject area proficiencies by grade level (e.g., state or local tests)	191	Assessment content	Assessment	This indicator seeks information regarding the subject area of a test (assessment content), the subtest type (e.g., reading comprehension, vocabulary), and the date when the test was given. It also asks for information concerning student proficiencies on different subject matter areas. Thus, test scores and the measure in which scores are presented (e.g., letter grade, percentile rank) are needed. The grade level of a student when the test was taken is reflected through the data element "grade level when assessed."
		192	Subtest type	Assessment	
		194	Grade level when assessed	Assessment	
		201	Administration date	Assessment	
		209	Reporting method	Assessment	
		210	Score results	Assessment	
	Percent of students meeting state and local achievement standards by school, family, income range, grade level, etc.	013	Identification number	School	First, state or local achievement tests are identified through the use of "assessment type." Second, information of whether a student meets the state–local standards could be obtained from the student's actual test scores and the score scales (reporting method). This indicator also needs information regarding student demographics such as race–ethnicity, gender, grade level, and the types of support service received. Usually, each school is given a number by the school district for identification purpose.
		014	Identification system	School	
		015	Race–Ethnicity	Student	
		017	Sex	Student	
		189	Assessment type	Assessment	
		194	Grade level when assessed	Assessment	
		209	Reporting method	Assessment	
		210	Score results	Assessment	
		322	Student support service type	Program–Service	

Key Questions	Indicator	Data Element			Information Needed in Individual Student or Staff Records to Compute the Indicator
		No.	Name	Entity Uses	
What did students learn?	Percent of students taking rigorous core curricula (including 4 Mathematics, 3 Science, 4 English, 3 Social Studies, 0.5 Computer)	013 014 124	Identification number Identification system Descriptive title	Class Class Class	Whether a student is taking the core curricular classes. Some schools keep records of all classes according to certain numbering–classification systems, besides a title attached to a class.
Are students prepared for further education?	Percent of students taking college entrance examinations	188 190	Purpose Assessment title	Assessment Assessment	The title of a test (e.g., Scholastic Assessment Test, SAT) which identifies it as a college entrance examination, or the purpose of a test stating that it is for admission to a higher education program.

Appendix D

Basic Data Elements for Student Information Systems

I. PERSONAL INFORMATION

Name

No.[1]	Data Element[2]	Entity Uses[3]
001	First Name	Student
002	Middle Name	Student
003	Last–Surname	Student
004	Generation Code	Student

Background Information

No.	Data Element	Entity Uses
013	Identification Number	Student
014	Identification System	Student
015	Race–Ethnicity*	Student
017	Sex*	Student
018	Birthdate*	Student
022	State of Birth	Student
023	Country of Birth	Student
026	Country of Citizenship	Student
027	English Proficiency*	Student
028	Language Type	Student
029	Language	Student
032	Migratory Status*	Student

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[1] Data element numbers as they appeared in the *Student Data Handbook: Elementary, Secondary and Early Childhood Education*, National Center for Education Statistics, Washington, DC, 1994.

[2] For definitions of the data elements listed in this Appendix, please refer to the *Student Data Handbook*.

[3] Definitions of the entity uses for which data elements collect information can also be found in the *Student Data Handbook*.

** — indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see appendix C "List of Key Questions, Indicators, and Constituent Student–Staff Data Elements" for detail.*

Address–Contact Information

No.	Data Element	Entity Uses
037	Street Number–Name*	Student
038	Apartment–Room–Suite Number*	Student
039	City*	Student
041	State*	Student
042	Zip Code*	Student
043	Country*	Student

Parent–Guardian

No.	Data Element	Entity Uses
001	First Name*	Parent–Guardian
002	Middle Name*	Parent–Guardian
003	Last–Surname*	Parent–Guardian
004	Generation Code*	Parent–Guardian
066	Relationship to Student*	Parent–Guardian
067	Life Status*	Parent–Guardian
028	Language Type	Parent–Guardian
029	Language	Parent–Guardian
037	Street Number–Name*	Parent–Guardian
038	Apartment–Room–Suite Number*	Parent–Guardian
039	City*	Parent–Guardian
041	State*	Parent–Guardian
042	Zip Code*	Parent–Guardian
043	Country*	Parent–Guardian
071	Employer Type	Parent–Guardian
072	Highest Level of Education Completed*	Parent–Guardian

** indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see appendix C "List of Key Questions, Indicators, and Constituent Student–Staff Data Elements" for detail.*

Sibling(s) or Other School-Age Children in Household

No.	Data Element	Entity Uses
011	Name of Individual*	Sibling(s) or Other School-Age Children Living in Student's Household
066	Relationship to Student*	Sibling(s) or Other School-Age Children Living in Student's Household
018	Birthdate*	Sibling(s) or Other School-Age Children Living in Student's Household

II. Enrollment

School Information

No.	Data Element	Entity Uses
073	Enrollment Status*	School
012	Name of Institution	School
013	Identification Number*	School
014	Identification System*	School
012	Name of Institution	Local Administrative Unit
013	Identification Number	Local Administrative Unit
014	Identification System	Local Administrative Unit

Entrance Information

No.	Data Element	Entity Uses
080	Entry Date*	Student
082	Entry Type	Student
083	Entry Level*	Student

Membership Information

No.	Data Element	Entity Uses
100	Number of Days of Membership*	Student

Attendance Information

No.	Data Element	Entity Uses
101	Daily Attendance Status*	Student
102	Class Attendance Status	Student

** indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see appendix C "List of Key Questions, Indicators, and Constituent Student–Staff Data Elements" for detail.*

Exit–Withdrawal Information

No.	Data Element	Entity Uses
104	Exit–Withdrawal Date*	Student
105	Exit–Withdrawal Status	Student
106	Exit–Withdrawal Type*	Student
110	Expulsion Cause	Student
111	Expulsion Return Date	Student

III. School Participation and Activities

Session Information

No.	Data Element	Entity Uses
117	Session Type	School

Course Information

No.	Data Element	Entity Uses
013	Identification Number*	Class
014	Identification System*	Class
122	Subject Matter Area or Department*	Class
123	Instructional Level*	Class
124	Descriptive Title*	Class
131	Number of Credits Attempted	Class
133	Number of Credits Received	Class
136	Grade Assigned	Class

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Performance Information

No.	Data Element	Entity Uses
142	Credits Attempted: Given Session	Student
144	Credits Attempted: Cumulative	Student
146	Credits Received: Given Session	Student
148	Credits Received: Cumulative	Student
150	Grade Points Received: Given Session	Student
152	Grade Points Received: Given Cumulative	Student
154	Grade Point Average (GPA): Given Session	Student
156	Grade Point Average (GPA): Cumulative	Student

Progress and Honor Information

No.	Data Element	Entity Uses
158	Non-promotion Reason*	Student

IV. Assessment

Assessment Information

No.	Data Element	Entity Uses
188	Purpose*	Assessment
189	Assessment Type*	Assessment
190	Assessment Title*	Assessment
191	Assessment Content*	Assessment
192	Subtest type*	Assessment
193	Level (for which designed)	Assessment
194	Grade Level when Assessed*	Assessment

Administrative Issues

No.	Data Element	Entity Uses
200	Special Adaptation	Assessment
201	Administration Date*	Assessment

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Score–Results Reporting

No.	Data Element	Entity Uses
205	Norm Group	Assessment
206	Norm Year	Assessment
207	Norming Period	Assessment
208	Score Range	Assessment
209	Reporting Method*	Assessment
210	Score Results*	Assessment

V. Transportation

Transportation Information

No.	Data Element	Entity Uses
213	Transportation Status*	Student
215	Transportation at Public Expense Eligibility*	Student
216	Special Accommodation Requirements	Student

VI. Health Conditions, Special Program Participation–Student Support Services

Disabling Conditions

No.	Data Element	Entity Uses
269	Primary Disability Type*	Student
271	Secondary Disability Type*	Student
272	Tertiary Disability Type*	Student

Immunizations

No.	Data Element	Entity Uses
276	Immunization Type*	Student
278	Immunization Date*	Student
279	Immunization Status Code*	Student

** indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see appendix C "List of Key Questions, Indicators, and Constituent Student–Staff Data Elements" for detail.*

Referrals

No.	Data Element	Entity Uses
281	Referral Purpose	Student
283	Referral Date	Student

Other Health Information

No.	Data Element	Entity Uses
294	Emergency Factor*	Student
295	Related Emergency Needs	Student

Identification Procedure

No.	Data Element	Entity Uses
302	Identification Method	Student
303	Identification Results	Student
304	Program Eligibility Indicator	Program–Service
305	Program Participation Reason	Program–Service
306	Program Participation Identification Date	Program–Service

Early Childhood Program Participation

No.	Data Element	Entity Uses
307	Caregiver–Early Childhood Program Provider*	Program–Service
308	Caregiver–Early Childhood Program Location*	Program–Service
311	Early Childhood Program Sponsorship*	Program–Service

Individualized Education Program Information

No.	Data Element	Entity Uses
314	Individualized Program Type*	Student
315	Individualized Program Date Type	Student
316	Individualized Program Date	Student

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Special Program and Student Support Service Participation

No.	Data Element	Entity Uses
318	Special Assistance Program Type	Program–Service
320	Program Funding Source	Program–Service
321	Instructional Program Service Type*	Program–Service
322	Student Support Service Type*	Program–Service
323	Transitional Support Service Type*	Program–Service

Special Program–Services Delivery

No.	Data Element	Entity Uses
327	Care–Service Intensity	Program–Service
328	Care–Service Duration	Program–Service
329	Care–Service Beginning Date	Program–Service
330	Service Setting*	Program–Service

Program Exit

No.	Data Element	Entity Uses
334	Care–Service Ending Date	Program–Service
335	Program Exit Reason	Program–Service

VII. Discipline

Nature of Offense

No.	Data Element	Entity Uses
336	Offense Type*	Student
338	Offense Occurrence Date*	Student
339	Offense Occurrence Location	Student

Disciplinary Action

No.	Data Element	Entity Uses
340	Disciplinary Action Type*	Student

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Appendix E

Basic Data Elements for Staff Information Systems

I. PERSONAL INFORMATION

Name

No.[1]	Data Element[2]	Entity Uses[3]
0010	First Name	Staff Member
0020	Middle Name	Staff Member
0030	Last–Surname	Staff Member
0040	Generation Code	Staff Member

Background Information

No.	Data Element	Entity Uses
0130	Identification Number	Staff Member
0140	Identification System	Staff Member
0150	Race–Ethnicity*	Staff Member
0170	Sex*	Staff Member
0180	Birthdate*	Staff Member
0310	Highest Level of Education Completed	Staff Member

Military Status

No.	Data Element	Entity Uses
0330	Military Duty Status	Staff Member

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[1] Data element numbers as they appeared in the *Staff Data Handbook: Elementary, Secondary and Early Childhood Education*, National Center for Education Statistics, Washington, D.C., 1995.

[2] For definitions of the data elements listed in this Appendix, please refer to the *Staff Data Handbook*.

[3] Definitions of the entity uses for which data elements collect information can also be found in the *Staff Data Handbook*.

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Address–Contact Information

No.	Data Element	Entity Uses
0380	Address Type	Staff Member
0390	Street Number–Name	Staff Member
0400	Apartment–Room–Suite Number	Staff Member
0410	City	Staff Member
0430	State	Staff Member
0440	Zip Code	Staff Member
0470	Telephone Status	Staff Member
0480	Telephone Number	Staff Member

II. Educational Background

Education Institution Information

No.	Data Element	Entity Uses
0120	Name of Institution	Education Institution
0130	Identification Number	Education Institution
0140	Identification System	Education Institution

Subject Matter Area of Study

No.	Data Element	Entity Uses
0710	Level of Specialization	Staff Member
0720	Postsecondary Subject Matter Area	Staff Member

Other Training

No.	Data Element	Entity Uses
0780	Course–training Program Title–description	Staff Member
0790	Course–training Program Completion Date	Staff Member

Recognition Earned

No.	Data Element	Entity Uses
0800	Degree–Certificate Title–Description	Staff Member

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III. Qualification Information

Credential Information

No.	Data Element	Entity Uses
1050	Credential Type*	Staff Member
1060	Non-teaching Credential Field	Staff Member
1070	Teaching Credential Type*	Staff Member
1080	Teaching Credential Basis	Staff Member
1090	Credential Description	Staff Member
0130	Identification Number	Staff Member (Cert./License)
0140	Identification System	Staff Member (Cert./License)
1100	Credential Issuance Date	Staff Member
1110	Credential Expiration Date	Staff Member
1150	Credential Authorized Instructional Level*	Staff Member
1170	Teaching Field or Area Authorized*	Staff Member
1180	Course, Subject, or Activity Authorized	Staff Member

Years of Employment Experience

No.	Data Element	Entity Uses
1470	Years of Prior Teaching Experience*	Staff Member
1480	Years of Prior Education Experience	Staff Member
1490	Years of Prior Related Experience	Staff Member

IV. Current Employment

Entry into Employment

No.	Data Element	Entity Uses
1410	Employment Beginning Date*	Staff Member

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Employment Conditions

No.	Data Element	Entity Uses
1400	Employment Status	Staff Member
1660	Contractual Term	Staff Member
1670	Contract Beginning Date	Staff Member
1680	Contract Ending Date	Staff Member
1690	Employment Time Annually	Staff Member
1700	Full-time Equivalency (FTE)	Staff Member
1740	Hours of Service per Week	Staff Member
1780	Job Title	Staff Member
1790	Position Number	Staff Member

Compensation

No.	Data Element	Entity Uses
1840	Base Salary or Wage	Staff Member
1850	Pay Rate Basis	Staff Member
1860	Supplement for Cocurricular Activities	Staff Member
1870	Supplement for Extracurricular Activities	Staff Member
1880	Supplement for Other Activities	Staff Member
1930	Actual Total Salary Paid	Staff Member
1960	Additional Compensation	Staff Member
1970	In-kind Compensation Type	Staff Member
1980	In-kind Compensation Dollar Amount	Staff Member

Attendance Status

No.	Data Element	Entity Uses
2190	Leave Type	Staff Member
2220	Maximum Leave Allowed	Staff Member
2240	Hours of Leave Used	Staff Member

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V. Assignments

Assignment Information

No.	Data Element	Entity Uses
2300	Job Classification*	Assignment
1450	Teaching Assignment*	Assignment
1460	Instructional Level*	Assignment

Operational Unit to Which Assigned

No.	Data Element	Entity Uses
0120	Name of Institution	Assignment
0130	Identification Number	Assignment
0140	Identification System	Assignment

Schedule for Current Assignment

No.	Data Element	Entity Uses
1700	Full-time Equivalency (FTE)	Assignment

Staff Assignment Workload

No.	Data Element	Entity Uses
2410	Course Assigned	Assignment
0130	Identification Number	Assignment
0140	Identification System	Assignment
2440	Percent of Total Time	Assignment

Program Information

No.	Data Element	Entity Uses
2450	School Grade Level Classification	Assignment
2460	Program Type*	Assignment
0980	Program Support–Funding Source	Assignment
2470	Function Type	Assignment

** indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see appendix C "List of Key Questions, Indicators, and Constituent Student–Staff Data Elements" for detail.*

VI. Evaluation and Career Development

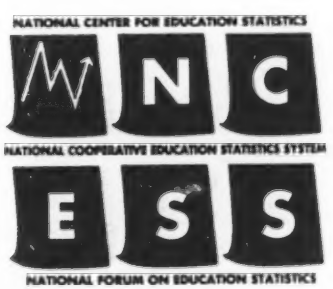
Quality of Performance

No.	Data Element	Entity Uses
2480	Evaluation Purpose	Evaluation
2500	Evaluation Date	Evaluation
2510	Evaluation Outcome	Evaluation
2520	Evaluation System	Evaluation
2530	Evaluation Score–Rating	Evaluation
2540	Evaluation Scale	Evaluation

VII. Separation From Employment

No.	Data Element	Entity Uses
1420	Employment Separation Date*	Staff Member
2610	Employment Separation Type	Staff Member
1430	Employment Separation Reason	Staff Member

** indicates a data element (for the associated entity uses) that may be needed for indicators to answer key policy questions; see appendix C "List of Key Questions, Indicators, and Constituent Student–Staff Data Elements" for detail.*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